

Planning proforma using UBD and TfEL

<p>What are they expected to learn and why is it important?</p> <p><i>Familiarity with skills, knowledge and understandings that are prescribed in the Australian Curriculum. Learning Area, General Capabilities and Cross Curriculum Priorities.</i></p> <p><i>Topic of Study</i> <i>Big Idea</i> <i>Issue</i> <i>Development of Rationale and teacher questions to guide inquiry</i></p>	<p>What does the expected learning look like?</p> <p><i>What is to be taught?</i></p> <ul style="list-style-type: none"> <i>Refine objectives to teaching points</i> <i>Explicit teaching</i> <i>Products that demonstrate learning</i> <p><i>Content to be differentiated</i></p>	<p>The learning plan...</p> <p><i>Design, sequence of activities TfEL 1.6</i></p> <p><i>Process and sequence of teaching and learning</i></p> <p><i>Process to be differentiated</i></p>
<p>What do I want them to learn?</p>	<p>How will we know if they got it?</p>	<p>So what will we do to get there?</p>
<p>What do they bring?</p> <p>TfEL 4.1 & 4.2</p> <p><i>Selection of relevant standards that are to be met – identify explicit teaching</i></p> <p><i>Identify prior knowledge</i></p> <ul style="list-style-type: none"> <i>Ability, interest, talent, learning profile</i> <i>Pre-test, negotiation, discussion, goal setting</i> 	<p>How are we going to assess their learning? How will they demonstrate their learning?</p> <p>Assessment in authentic contexts TfEL 4.3</p> <p><i>Assessment tasks that identify student achievement against standards</i></p> <ul style="list-style-type: none"> <i>Both assessment for learning and assessment of learning</i> <i>Criteria</i> <i>Rubrics</i> <i>Student reflection</i> <i>Peer assessment</i> 	<p>What will engage, challenge and support them in their learning?</p> <p>TfEL Domain 2, 3 & 4</p> <p><i>Tasks & Products – both differentiated</i></p> <p><i>What will students do to demonstrate their learning?</i></p>